

Inspection date

Previous inspection date

10/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- The childminder provides a very individual care programme for all children because she knows the children extremely well and is confident to be flexible in her approach.
- The childminder offers very good indoor and outdoor environments, which particularly support children's physical development.
- Children play in a very clean and safe environment that promotes their well-being positively, including excellent independence skills and confidence to explore.
- The childminder places very good emphasis on children's communication and language skills through listening to them carefully, so these skills develop well.

It is not yet outstanding because

- Parents' information about children's home achievements is not always used in the best way possible to plan for children's next steps.
- Evaluation systems are not always sharply focused to identify all areas to be developed.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spent observing the childminder and the children as they undertook activities.
- The inspector sampled relevant documentation, including children's assessment records.
- The inspector took account of parents' feedback through the childminder's questionnaires.
- The inspector held discussions with the childminder about her practice.

Inspector

Claire Parnell

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and three children in Tunbridge Wells, Kent. All areas of the home are used for childminding, with care mainly provided on the ground floor. The enclosed garden is available for outside play. The childminder is situated close to public transport links, schools, shops, parks and other amenities. She has a pet dog. The childminder is also registered on the voluntary and

compulsory parts of the Childcare Register. She currently cares for one early years age child on a full time basis. She also cares for older children before and after school.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- encourage parents to support and share information as frequently as possible about their child's learning and development from home
- extend the self evaluation system to continually monitor, analyse and self-challenge in order to guide improvement in the best possible way.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress towards the early learning goals. The childminder plans a broad range of exciting and varied experiences that meet children's individual learning needs and helps them to prepare well for their future learning. She recognises the concentration levels of young children and provides activities that link to their past experiences and interests to extend their concentration levels for as long as possible. The childminder knows the children extremely well and relates to their characters and personalities. This ability allows her to extend and challenge their learning well in all the activities they choose.

Children's communication and language is particularly promoted well. The childminder asks questions that young children understand; she allows them time to absorb the information, and time for a response, whether it is verbal or through gestures or expressions. For example, the childminder asks children to put the pens away after an early writing activity, giving them clear instructions to 'put the lids on and put them in the pot'. Children listen intently, take their time to understand the command and then respond by putting the lids on and in the pot. The childminder does not rush children in their response giving children the confidence to carry out instructions appropriately. Children's speech is promoted well. The childminder emphasises the words children know and extends their skills by introducing new words for them to try. Through these techniques, the childminder is helping children gain useful skills for their future lives.

Children thoroughly enjoy imaginative play, expressing themselves through experiences they have gained, such as 'making tea' or looking after baby dolls in prams. The

childminder uses both the indoors and outdoor environments well to promote all areas of learning. Children explore open spaces, recognising the world around them. For example, the childminder incorporates children's understanding of positions such as up, tall and high when outside by observing the aeroplanes in the sky, guessing where they are when they cannot be seen. Children are encouraged to jump in puddles and explore the mud when out walking, discovering texture, sound and the effects the weather has on these.

Children explore texture at home too by playing with paints and dough, using their fingers to feel the paint and then make patterns for celebration cards for their family. The childminder has clear understanding that the finished product is not important but the experience children gain from using malleable and sensual materials is. Children gain good mathematical skills through playing with dough, by sorting and organising into pots, demonstrating an emerging skill of comparison and measure.

The childminder uses effective systems to observe, assess and plan for children's ongoing development. She refers to relevant guidance documents to track children's progress and identify challenges to move children on to their next steps in all areas of learning. However, the childminder does not always actively use information about children's achievements at home to monitor their continuous development at home and in the setting, in the most effective way possible. The childminder promotes an inclusive practice for all children, especially with regard to children's differing abilities and stages of development. Children learn positively about celebrating the differences in society through the use of discussion and positive images. For example, the childminder encourages the use of books and toys that depict people from different backgrounds, cultures, abilities and religions. She has a very positive attitude towards supporting children's understanding of diversity.

The contribution of the early years provision to the well-being of children

Children gain excellent confidence and independent skills with the childminder. She allows children to explore and experiment in the safe and clean environment that they play in. Children show a great deal of love and affection for the childminder, offering cuddles and hugs throughout their time with her. This is reciprocated to a high level, therefore, children feel safe and secure in her care. The childminder uses clear and consistent routines for children: lively and varied activities and plenty of praise, enabling children to feel welcome in the home environment. Children develop very good physical skills. Young children are encouraged to develop skills at moving around the house safely and confidently. For example, young children are encouraged to try to walk down the small step from the conservatory although the childminder reassures them that they can sit down on their bottoms first if they want to. Children have access to fresh air every day, with long walks exploring the outside environment. The childminder uses local parks and open spaces regularly for children to extend their skills in climbing, running, balancing and jumping.

Children's behaviour is good. The childminder sensitively manages young children's frustrations with calm explanations and safe space for occasional tantrums. Children are

aware of their boundaries at a young age, knowing which cupboards in the kitchen they can explore and the equipment, such as plastic boxes and cups, that they can play with. The childminder introduces social interaction through visiting groups in the local community to support children's social skills, including sharing and taking turns. Children learn about effective hygiene practices through clear routines of washing hands after toileting and before eating. Children have access to drinks throughout the day and have healthy foods prepared for them on a daily basis in agreement with parent's guidance on children's eating habits and preferences. The childminder carefully encourages children to try new tastes and textures, introducing soups and stews to children who do not enjoy lumps in their foods to allow them to gain a nutritious and enjoyable meal.

Children learn to keep themselves safe, in the house and out and about. The childminder gives clear information to support their understanding, even at a young age. Young children wear backpack reins to allow some independence but supporting their safety.

The effectiveness of the leadership and management of the early years provision

The childminder effectively safeguards children as she has up to date knowledge and understanding of child protection procedures. She has a good range of written information to help her follow procedures accurately and effectively to protect children from harm. A thorough risk assessment is made of the house and any environment that the childminder visits. Hazards are monitored and changes made to provide a safe environment for children's play. Procedures to report accidents and administer medication are clear and implemented effectively to promote children's well-being when they are ill or injured. Records and documentation is kept up to date as well as written parental consent in place to promote children's welfare. Visitors are recorded and are closely supervised when in the house with children.

Since registering, the childminder has identified her particular strengths and some areas to develop, although she has not instigated a sharply focused system to continuously evaluate the effectiveness of her service, in order to pick up all weaknesses. She gains information from parents through a questionnaire to evaluate their thoughts about her service and has identified some training courses that she would like to attend to extend her knowledge in learning and welfare aspects.

The childminder has very positive partnerships with parents. The childminder gains as much information about children before they start and provides a very personal service for both children and their families. She has a very flexible approach to supporting parents when they are working and has received very positive feedback from parents about her care of their children. Parents feel reassured and are very happy with the care and learning opportunities that their children receive. Although the childminder has not had the opportunity to make links with other early years settings or other professionals, she clearly understands the importance of such close liaisons to promote consistent and continuous practices for each child, and to gain the additional support that a child may

need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years

Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY450782
Local authority	Kent
Inspection number	808082
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

